

## **Evaluation Plan**

The evaluation component of this process is extremely important because it allows the Commission to measure how our investments are making a difference in the lives of babies and young children. By statute, Proposition 10 dollars must be spent in a manner that achieves measurable results. You are part of those results.

Your narrative should describe what you want to accomplish with this proposal. Your Project Benchmarks and Measurable Outcomes will give you the tools to show the Commission if you have accomplished the goals you set for yourself. If you are funded, you will be not only reporting your progress to the Commission each quarter, but you will be entering the data for your project on the Prop 10 Evaluation Data System on a regular basis. These reports will consist of a report on each of your indicators as you list them in your proposal and in your final Scope of Work which is filed with your contract.

Please make sure that you have included your goals and objectives as they relate to at least one Priority Area and its' objectives as noted in the RFP application. The California First Five Commission may be requesting additional data from county commissions and their grantees. The BCCFC reserves the right to make reasonable data requests from grantees.

Make sure that your outcomes and indicators reflect how you are building capacity and what impact those changes will have on your program, your agency or systems in general.

### **Terms to Understand**

**Strategic Plan Outcomes and Indicators** – Your proposal must target Outcomes and Indicators within the Priority Area for which you are requesting funding. The Commission welcomes proposals that target any of the Priority Areas (with the exception on Priority Area No. 2 which has been fully funded through fiscal year 2004/2005) in the Strategic Plan. It is understandable that your project may touch on a number of Strategic Plan Priorities, but please consider which will be the priority of your proposal.

Pick your indicators carefully. Remember, do not list all of the indicators that are available to you; try to find a few indicators that measure the very heart of what you are trying to achieve. Try to focus on indicators that bring depth to your reporting in addition to reporting simple headcounts. Consider how you will gather this information, and if needed, include the costs of surveys, the time of personnel, and/or other costs associated with evaluation in your budget.

- ✓ **Outcomes** can be developed by asking questions about the expected impact of a strategy like: Who or what is expected to change or benefit? What/how much change or benefit is expected? Where will the change occur? When will the change occur?
- ✓ **Indicators** can be developed by asking questions like: What can I count or observe to document progress? Are there processes I can report on? How else can I document progress toward the outcome? For instance, what percentage of people used the skills they learned everyday? Once a week? Were families satisfied with the service they received?

**Strategies and Activities** – What is the program, service or project you are proposing? This is the strategy. What steps will you take to make it happen? These are the activities. Is it reasonable to

assume that you will have more activities than strategies? Remember that there must be useful and measurable outcomes that eventually result from every activity.

**Through your strategies and Activities you will be required to answer these questions:**

1. **How much service did we deliver?** This includes the number of clients/customers served and the number of activities and types of activities provided.
2. **How well did we deliver the service?** Look to the percentage of clients served well (e.g. percentage of satisfied customers; average waiting time; percentage of clients served in their own language”. Another perspective is the percentage of activities/functions held (e.g. client/staff ratio; staff turnover rate; percentage of actions correct; complete and timely activities; worker safety; unit cost rate)
3. **How much change for the better did we produce?** What was the number of skills taught or improved? What was the number of attitudes changed? How many behaviors were addressed or/and changed? What numbers of circumstances were improved?
4. **What quality of change for the better did we produce?** Percentage of skills (e.g. percentage of clients with improved parenting skills); percentage of attitude (e.g. percentage of clients with improved attitude toward smoking, drugs or alcohol); percentage of behavior (e.g. percentage of children or teen parents with improved school attendance, increased number of clients nursing their babies for at least three months); percentage of circumstance (e.g. percentage now attending parenting classes on a regular basis)

**When defining performance measures, please remember the following points:**

- Do not attempt to measure every aspect of your program. Limit yourself to those indicators that will truly reflect the most important issues you are trying to address with your proposal
- When possible focus on quality, not quantity. While some simple totals are surely necessary, that is not the main concern. It is the desire of the Commission that you and your program be challenged by creating measures that will be useful and perhaps surprising.
- When identifying indicators and outcomes, remember that the Commission is particularly interested in results that can be further utilized to aid in the integration and improvement of services in our community.